

Texas Education Agency  
Standard Application System (SAS)

| 2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1 |   |  |               |                    |   |
|---|---|--|---------------|--------------------|---|
| <b>Program authority:</b>   | Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)   |  |               |                    | FOR TEA USE<br>ONLY<br>Write NOGA ID<br><small>Place date stamp here.</small>   |
| <b>Grant Period:</b>  | August 1, 2018 – July 31, 2019  |  |               |                    | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED<br/>TEXAS EDUCATION AGENCY<br/>2018 MAY -1 AM 11: 4<br/>DOCUMENT CONTROL CENTER<br/>GRANTS ADMINISTRATION </div> |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, May 1, 2018   |  |               |                    |   |
| <b>Submittal information:</b>   | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division<br/>Texas Education Agency, 1701 North Congress Ave.<br/>Austin, TX 78701-1494</p> |  |               |                    |   |
| <b>Contact information:</b>   | Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>   |  |               |                    |   |
| <b>Schedule #1—General Information</b>  |   |  |               |                    |   |
| <b>Part 1: Applicant Information</b>  |   |  |               |                    |   |
| <b>Organization name</b>  |   | <b>County-District #</b>                   |               | <b>Amendment #</b> |   |
| Fifth Ward Enrichment Program, Inc.   |   | Harris-Houston Independent School District |               |                    |   |
| <b>Vendor ID #</b>  | <b>ESC Region #</b>   |  | <b>DUNS #</b> |                    |   |
| 76-0485778  | 4   |  | 10-397-0690   |                    |   |
| <b>Mailing address</b>  |   |  | <b>City</b>   | <b>State</b>       | <b>ZIP Code</b>   |
| 4014 Market Street #W145  |   |  | Houston       | TX                 | 77020-  |
| <b>Primary Contact</b>  |   |  |               |                    |   |
| <b>First name</b>   | <b>M.I.</b>   | <b>Last name</b>                           |               | <b>Title</b>       |   |
| Consuella   |   | Whipple                                    |               | Operations Manager |   |
| <b>Telephone #</b>  | <b>Email address</b>  |  | <b>FAX #</b>  |                    |   |
| 713 229-8353  | csavage@fwepinc.org   |  | 713 229-8311  |                    |   |
| <b>Secondary Contact</b>  |   |  |               |                    |   |
| <b>First name</b>   | <b>M.I.</b>   | <b>Last name</b>                           |               | <b>Title</b>       |   |
| Charles   | L   | Whipple                                    |               | Executive Director |   |
| <b>Telephone #</b>  | <b>Email address</b>  |  | <b>FAX #</b>  |                    |   |
| 713 229-8353  | csavage@fwepinc.org   |  | 713 229-8311  |                    |   |
| <b>Part 2: Certification and Incorporation</b>  |   |  |               |                    |   |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

|              |      |                     |                    |
|--------------|------|---------------------|--------------------|
| First name   | M.I. | Last name           | Title              |
| Consuella    |      | Whipple             | Operations Manager |
| Telephone #  |      | Email address       | FAX #              |
| 713 229-8353 |      | csavage@fwepinc.org | 713 229-8311       |

Signature (blue ink preferred)

Date signed

4/30/18

Only the legally responsible party may sign this application.

701-18-111-143

+

**Schedule #1—General Information**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name                                      | Application Type                           |                                     |
|------------|--|--|-------------------------------------|
|            |  | New  | Amended                             |
| 1          | General Information                                | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/>        | N/A                                 |
| 3          | Certification of Shared Services                   | <input type="checkbox"/>                   | <input type="checkbox"/>            |
| 4          | Request for Amendment                              | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)                               | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)        |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                      |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                       |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                              |  | <input type="checkbox"/>            |
| 14         | Management Plan                                    | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 16         | Responses to Statutory Requirements                | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                 | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 19         | Private Nonprofit School Participation             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 21         | Program Information Addendum                       | <input checked="" type="checkbox"/>        | N/A                                 |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X                                   | Acceptance and Compliance   |
|-------------------------------------|---|
| X                                   | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant.   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.   |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.                                  |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.  |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.   |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | The program will take place in a safe facility that is properly equipped and accessible to participants and family members.   |
| 4. | The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.   |
| 5. | The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.  |
| 6. | Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.   |
| 7. | The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.  |
| 8. | The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards. |
| 9. | Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.   |

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

|     |   |
|-----|---|
| 10. | <p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul> |
| 11. | Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.  |
| 12. | Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.  |
| 13. | Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).   |
| 14. | Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.  |
| 15. | All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.   |
| 16. | Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.   |
| 17. | All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.   |

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

|     |   |
|-----|---|
| 18. | Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.  |
| 19. | The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.   |
| 20. | Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.  |
| 21. | The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.   |
| 22. | <p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul> |
| 23. | The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.  |
| 24. | Applicant will comply with any program requirements written elsewhere in this document.   |

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                       | County-District # and Name    | Authorized Official Name and Signature | Telephone Number and Email Address    | Funding Amount |
|-------------------------|-------------------------------|--|---------------------------------------|----------------|
| <b>Fiscal Agent</b>     |                               |  |                                       |                |
| 1.                      | Fifth Ward Enrichment Program | Conseulla Whipple                      | 713 229-8353                          | \$ 718,140.00  |
|                         | County-District Name          |  | Email address<br>cwhipple@fwepinc.org |                |
| <b>Member Districts</b> |                               |  |                                       |                |
| 2.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 3.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 4.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 5.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 6.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 7.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |
| 8.                      | County-District #             | Name                                   | Telephone number                      | Funding amount |
|                         | County-District Name          |  | Email address                         |                |

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

| #                       | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| <b>Member Districts</b> |                            |  |                                    |                |
| 9.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 10.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 11.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 12.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 13.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 14.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 15.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 16.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 17.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 18.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 19.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 20.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| <b>Grand total:</b>     |                            |  |                                    |                |

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**AGENCY OVERVIEW**

The Fifth Ward Enrichment Program (FWEP) is designed to empower "at-risk" boys to become responsible men and productive members within their families and communities. FWEP began operation in May, 1984 as a pilot project of the Urban Affairs Corporation. It was founded in one of Houston's more economically distressed neighborhoods. FWEP was one of the first programs in the nation to engage young African-American men in prevention strategies for addressing teen pregnancies.

FWEP is a United Way of Greater Houston funded affiliated agency. Our program's model has been replicated by other non-profit agencies grappling with similar youth and community challenges within their respective communities. During our years of services, we've intervened and positively impacted the lives of many community members.

**PROGRAM OVERVIEW**

The Fifth Ward Enrichment Program, in collaboration with schools from the Houston Independent School District (HISD) proposes to offer innovative programs to over 300 high-need low income students and their families in the Fifth Ward area of Houston, Texas. The intent of this initiative is to utilize an array of evidence based strategies that will allow us to increase the academic achievement levels of students in this highly minority and lower income area of Houston, Texas.

**PROGRAM NEED**

Despite Houston's growing, thriving and prosperous economy, there are still areas within this great city experiencing tremendous poverty, rampant drug abuse, high crime, exceedingly high teen pregnancy rates, increasing gang activity and great levels of under-educational attainment, that if left unchecked, could ultimately adversely effect us as a city and society. In Houston's Fifth Ward there are many residents experiencing such circumstances. In part, poverty and due to the limited commitment of social services investment, some of the above issues have become accepted as normalcy in this community. We contend by investing resources for program's and activities such as ours and the collaborating entities for this initiative, it will further empower our community to work toward alleviating some of the aforementioned situations.

Houston's Fifth Ward is located in close proximity to Houston's downtown. According to 2010 Census data, this area is home to more than 51,000 of Houston's 2.4 million residents. The median annual household income for residents of this area is \$23,000.

More than 59% of the Greater Fifth Ward residents ages 25 and over have not graduated from high school and many rely on some form of governmental assistance to sustain their basic needs. In part, the noted academic achievement gap has a causal effect associated with many of the earlier discussed problems. For those caught in this situation, college may seem like an unattainable goal.

Many students in these families often enter school with complex barriers to success mainly driven by poverty, juvenile delinquency, hunger and unstablized housing, among others. Accordingly, many of the students in this community don't have a personal computer at home or access to the internet. This circumstance inhibits academic growth potential.

On average, 69% of the students in the targeted school service delivery area failed to meet 2015-2016 STAAR Postsecondary Readiness Standards in two or more subject areas across all grade levels. The average for the state is 58%. Research continually shows that the correlation between success in school and future income earning potential has yielded us the conclusion that prosperity for this area can only be achieved by strengthening academic and social enrichment services year-round, and during the after-school hours for students and families most in need.

FWEP's service area is the Greater Fifth Ward community of Houston, Harris County, Texas and its surrounding neighborhoods, which include Kashmere Gardens, and Trinity Gardens all within zip codes 77016, 77020, 77026, and 77028. The 2010 census reports that the demographics for this historic, predominantly African-American area continues to change as Hispanic residents now comprise more than 40% of the community.

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By TEA staff person:

| <b>Schedule #6—Program Budget Summary</b>  |   |                          |   |   |                        |
|--|---|--------------------------|---|---|------------------------|
| County-district number or vendor ID: 76-0485778  |   |                          | Amendment # (for amendments only):                  |   |                        |
| Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176) |   |                          |   |   |                        |
| Grant period: August 1, 2018, to July 31, 2019   |   |                          | Fund code/shared services arrangement code: 265/352 |   |                        |
| <b>Budget Summary</b>  |   |                          |   |   |                        |
| Schedule #   | Title   | Class/<br>Object<br>Code | Program Cost  | Admin Cost  | Total Budgeted<br>Cost |
| Schedule #7  | Payroll Costs (6100)  | 6100                     | \$602,240   | \$ 18,000   | \$620,240              |
| Schedule #8  | Professional and Contracted<br>Services (6200)                  | 6200                     | \$ 39,800   | \$ 0.00   | \$ 39,800              |
| Schedule #9  | Supplies and Materials (6300)                                   | 6300                     | \$ 18,100   | \$ 5,000  | \$23,100               |
| Schedule #10   | Other Operating Costs (6400)                                    | 6400                     | \$ 10,000   | \$ 0.00   | \$10,000               |
| Schedule #11   | Capital Outlay (6600)   | 6600                     | \$ 25,000   | \$ 0.00   | \$ 25,000              |
|  | Consolidate Administrative Funds                                |                          | \$695,140   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | \$ 718,140             |
| Total direct costs:  |   |                          | \$695,140   | \$ 23,000   | \$718,140              |
| Percentage% indirect costs (see note):   |   |                          | N/A   | \$0.00  | 0.00                   |
| Grand total of budgeted costs (add all entries in each column):  |   |                          | <b>\$695,140</b>                                    | <b>\$ 23,000</b>  | <b>\$718,140</b>       |
| <b>Shared Services Arrangement</b>   |   |                          |   |   |                        |
| 6493   | Payments to member districts of shared services<br>arrangements |                          | \$0.00  | \$0.00  | \$0.00                 |
| <b>Administrative Cost Calculation</b>   |   |                          |   |   |                        |
| Enter the total grant amount requested:  |   |                          |   |   | \$718,140              |
| Percentage limit on administrative costs established for the program (5%):   |   |                          |   |   | × .05                  |
| Multiply and round down to the nearest whole dollar. Enter the result.   |   |                          |   |   | \$35,907               |
| This is the maximum amount allowable for administrative costs, including indirect costs:   |   |                          |   |   |                        |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| <b>Schedule #7—Payroll Costs (6100)</b>   |   |  |   |                       |
|---|---|--|---|-----------------------|
| County-district number or vendor ID: 76-0485778   |   |  | Amendment # (for amendments only):          |                       |
| Employee Position Title   |   | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| <b>Academic/Instructional</b>   |   |  |   |                       |
| 1   | Teacher   |  |   | \$                    |
| 2   | Educational aide  |  |   | \$                    |
| 3   | Tutor   | 15   |   | \$115,200             |
| <b>Program Management and Administration</b>  |   |  |   |                       |
| 4   | Project director (required)   | 1  |   | \$60,000              |
| 5   | Site coordinator (required)   | 5  |   | \$250,000             |
| 6   | Family engagement specialist (required)   | 1  |   | \$ 55,000             |
| 7   | Secretary/administrative assistant  | 1  |   | \$ 24,000             |
| 8   | Data entry clerk  |  |   | \$                    |
| 9   | Grant accountant/bookkeeper   |  |   | \$                    |
| 10  | Evaluator/evaluation specialist   | 1  |   | \$ 15,000             |
| <b>Auxiliary</b>  |   |  |   |                       |
| 11  | Counselor   |  |   | \$                    |
| 12  | Social worker   |  |   | \$                    |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |   |  |   |                       |
| 13  | ESC specialist/consultant   |  |   | \$                    |
| 14  | ESC coordinator/manager/supervisor  |  |   | \$                    |
| 15  | ESC support staff   |  |   | \$                    |
| 16  | ESC other   |  |   | \$                    |
| 17  | ESC other   |  |   | \$                    |
| 18  | ESC other   |  |   | \$                    |
| <b>Other Employee Positions</b>   |   |  |   |                       |
| 19  | Title   |  |   | \$                    |
| 20  | Title   |  |   | \$                    |
| 21  | Title   |  |   | \$                    |
| 22  | Subtotal employee costs:  |  |   | \$                    |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |   |  |   |                       |
| 23  | 6112  | Substitute pay                             |   | \$                    |
| 24  | 6119  | Professional staff extra-duty pay          |   | \$                    |
| 25  | 6121  | Support staff extra-duty pay               |   | \$                    |
| 26  | 6140  | Employee benefits                          |   | \$ 101,040            |
| 27  | Subtotal substitute, extra-duty, benefits costs   |  |   | \$                    |
| 28  | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): |  |   | \$620,240             |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| <b>Schedule #8—Professional and Contracted Services (6200)</b>   |   |                                    |
|--|---|------------------------------------|
| County-district number or vendor ID: 76-0485778  |   | Amendment # (for amendments only): |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |
| <b>Professional and Contracted Services Requiring Specific Approval</b>  |   |                                    |
| Expense Item Description   |   | Grant Amount Budgeted              |
| 6269   | Rental or lease of buildings, space in buildings, or land | \$                                 |
|  | Specify purpose:  |                                    |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>   |   | \$                                 |
| <b>Professional and Contracted Services</b>  |   |                                    |
| #  | Description of Service and Purpose                        | Grant Amount Budgeted              |
| 1  | Parental Involvement Activities                           | \$ 15,000                          |
| 2  | Character Education                                       | \$ 3,500                           |
| 3  | Technology (pgraded/enhanced existing infrastructure)     | \$ 10,000                          |
| 4  | STEM/Robotics supplies (Purchase STEM/Robotic materials)  | \$ 7,500                           |
| 5  | Nutrititonal snacks ( Program Participant Snacks          | \$ 3,800                           |
| 6  |   |                                    |
| 7  |   | \$                                 |
| 8  |   | \$                                 |
| 9  |   | \$                                 |
| 10   |   | \$                                 |
| 11   |   | \$                                 |
| 12   |   | \$                                 |
| 13   |   | \$                                 |
| 14   |   | \$                                 |
| <b>b. Subtotal of professional and contracted services:</b>  |   | \$                                 |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>   |   | \$                                 |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$ 39,800</b>                   |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

|   |   |   |
|---|---|---|
| County-District Number or Vendor ID: 76-0485778           |   | Amendment number (for amendments only): |
| <b>Supplies and Materials Requiring Specific Approval</b> |   |   |
| <b>Expense Item Description</b>                           |   | <b>Grant Amount Budgeted</b>            |
| 6300  | Total supplies and materials that do not require specific approval: | \$ 23,100                               |
| <b>Grand total:</b>                                       |   | <b>\$ 23,100</b>                        |

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| <b>Schedule #10—Other Operating Costs (6400)</b>                            |   |   |
|---|---|---|
| County-District Number or Vendor ID: 76-0485778                             |   | Amendment number (for amendments only): |
| <b>Expense Item Description</b>   |   | <b>Grant Amount Budgeted</b>            |
| 6411  | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.      | \$ 5,000                                |
| 6412  | Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.<br>Specify purpose: | \$                                      |
| 6412/<br>6494   | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.              | \$ 5,000                                |
| 6413  | Stipends for non-employees other than those included in 6419  | \$                                      |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing.  | \$                                      |
| Subtotal other operating costs requiring specific approval:                 |   | \$                                      |
| Remaining 6400—Other operating costs that do not require specific approval: |   | \$                                      |
| <b>Grand total:</b>   |   | <b>\$ 10,000</b>                        |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #11—Capital Outlay (6600)</b>   |                               |          |   |                       |
|---|-------------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 76-0485778   |                               |          | Amendment number (for amendments only): |                       |
| #   | Description and Purpose       | Quantity | Unit Cost                               | Grant Amount Budgeted |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                               |          |   |                       |
| 1   |                               | N/A      | N/A                                     | \$                    |
| <b>66XX—Computing Devices, capitalized</b>  |                               |          |   |                       |
| 2   | Laptops for Site Coordinators | 5        | \$1,000                                 | \$ 5,000              |
| 3   | Opads for student use         | 50       | \$ 400                                  | \$ 20,000             |
| 4   |                               |          | \$                                      | \$                    |
| 5   |                               |          | \$                                      | \$                    |
| 6   |                               |          | \$                                      | \$                    |
| 7   |                               |          | \$                                      | \$                    |
| 8   |                               |          | \$                                      | \$                    |
| 9   |                               |          | \$                                      | \$                    |
| 10  |                               |          | \$                                      | \$                    |
| 11  |                               |          | \$                                      | \$                    |
| <b>66XX—Software, capitalized</b>   |                               |          |   |                       |
| 12  |                               |          | \$                                      | \$                    |
| 13  |                               |          | \$                                      | \$                    |
| 14  |                               |          | \$                                      | \$                    |
| 15  |                               |          | \$                                      | \$                    |
| 16  |                               |          | \$                                      | \$                    |
| 17  |                               |          | \$                                      | \$                    |
| 18  |                               |          | \$                                      | \$                    |
| <b>66XX—Equipment or furniture</b>  |                               |          |   |                       |
| 19  |                               |          | \$                                      | \$                    |
| 20  |                               |          | \$                                      | \$                    |
| 21  |                               |          | \$                                      | \$                    |
| 22  |                               |          | \$                                      | \$                    |
| 23  |                               |          | \$                                      | \$                    |
| 24  |                               |          | \$                                      | \$                    |
| 25  |                               |          | \$                                      | \$                    |
| 26  |                               |          | \$                                      | \$                    |
| 27  |                               |          | \$                                      | \$                    |
| 28  |                               |          | \$                                      | \$                    |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                               |          |   |                       |
| 29  |                               |          |   | \$                    |
| <b>Grand total:</b>   |                               |          |   | <b>\$25,000</b>       |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Title                        | Desired Qualifications, Experience, Certifications  |
|----|------------------------------|---|
| 1. | Project Director             | Must have a Bachelors Degree in education or Health and Human Services: No less than three years of related in experience in an educational or social work setting; Must have working knowledge of local youth service organizations; and be a very good communicator with strong interpersonal skills  |
| 2. | Site Coordinator(s)          | Site Coordinators will be required to have experience working with "at-risk" youth and families; must have staff supervision experience; knowledge of local youth service organizations and community resources. 21 <sup>st</sup> CCLC or Afterschool experience is preferred.  |
| 3. | Family Engagement Specialist | Must have at least an Associate's Degree in a related field of study. A LPC, SW, or LMFT counseling certification is strongly preferred. Experience in an educational or social work setting is strongly preferred. Must have working knowledge of local youth service organizations and have a background in family engagement work. Being Bilingual in Spanish is strongly preferred. |
| 4. | Data Specialist              | Must have a certificate or coursework in bookkeeping and general business field. Must have grants management and reporting, grants analysis, and database management.   |
|    | Evaluator                    | Must have a Masters Degree or Doctorate in education or a related field fo study. Must have no less than 2 years experience evaluating education programs. Must comply with Professional Evaluators Association Code of Ethics and with no conflicts of interest with the 21 <sup>st</sup> CCLC Project.  |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Objective   | Milestone   | Begin Activity | End Activity |
|----|---|---|----------------|--------------|
| 1. | Improve academic performance in reading, math, and writing                  | 1. Implement FWEP's accelerated tutoring strategies   | 08/01/2018     | 07/31/2019   |
|    |   | 2. Implement FWEP literacy strategies   | 08/01/2018     | 07/31/2019   |
|    |   | 3. Implement teacher professional development   | 10/01/2018     | 07/31/2018   |
|    |   | 4. Implement Math/Writing Camp best practices program.                                      | 08/01/2018     | 07/31/2018   |
|    |   | 5. Conduct assessments to evaluate program services   | 08/01/2018     | 07/31/2018   |
| 2. | Improve academic performance in all subjects via extracurricular activities | 1. Implement FWEP in and out of school program services.                                    | 08/01/2018     | 07/31/2018   |
|    |   | 2. Implement FWEP character development strategies  | 08/01/2018     | 07/31/2018   |
|    |   | 3. Implement core family engagement and counseling strategies.                              | 08/01/2018     | 07/31/2018   |
|    |   | 4. Implement FWEP Healthy Eating and Lifestyles program strategies.                         | 08/01/2018     | 07/31/2018   |
|    |   | 5. Conduct assessments to analyze services provided   | 08/01/2018     | 07/31/2018   |
| 3. | Increase school graduation rates and creating more interest in STEM areas   | 1. Implement FWEP college readiness strategies  | 08/01/2018     | 07/31/2018   |
|    |   | 2. In collaboration with partnering schools implement coding, math and robotics strategies. | 08/01/2018     | 07/31/2018   |
|    |   | 3. Conduct assessment to analyze services   | 08/01/2018     | 07/31/2018   |
| 4. | Support family literacy and college /workforce readiness.                   | 1. Implement FWEP best practices literacy strategies  | 08/01/2018     | 07/31/2018   |
|    |   | 2. Impementation of family literacy strategies  | 08/01/2018     | 07/31/2018   |
|    |   | 3. Conduct assessments fo analyze services provided   | 08/01/2018     | 07/31/2018   |
| 5. | Support family  | 1. Project Director facilitates initial meetings  | 08/01/2018     | 10/31/2018   |

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**COMMUNITY NEEDS EVALUATION AND RESOURCES**

The FWEP assessed and utilized a host of community assessment tools to evaluate the availability of resources and services in this area. This information allowed our group to develop a strategic plan with priorities for addressing such needs. In addition to conducting it's own community needs assessment, FWEP pulled informational data from the following sources;

- A. United Way of Greater Houston's community Health and Human Service assessment data;
- B. Dr. Stephen Klienbergl of Rice University, State of Houston Community Report;
- C. Data obtained from U.S. Census reporting;
- D. Data obtained from the Houston Police Department; and
- E. Data obtained from Houston Independend School District.

Upon gathering data from the sources above, a Steering Committee comprised of a variety of community members, (students included) and from varying professions(educators too) was formed for the purpose of ojectively determining the needs of this initiative. To ensure needs assessment objectivity, an expert facilitator was brought in to facilitate the meetings and to help us develop key strategies. The first step in the process was to develop key questions around community needs. As a basis, for engaging the committee, the initial questions were as follows:

1. How can we better serve the literacy and mathematics needs of our students?
2. How can we better prepare our students for mastery on state testing assessments?
3. How impactful are our after-school enrichment programs?
4. How can we better introduce our youth for STEM oriented and other higher paying careers?
5. How/What should a complete service center to look like/have in order to carry out this action plan, and
6. What are the needs of the working parents in our community.

Upon key question determination, the next step in the process involved determining key findings. Working in collaboration, the group also gathered and compiled information from localized campus improvement plans, parental surveys, Texas Academic Performance Reports, the Texas Workforce Commission and more. This data was analyzed and compiled into a report format by the facilitator. It highlighted community needs, significant trends, community differences and related information. The key findings were then categorized by strengths, gaps, opportunities and community challenges.

The final step in developing our needs assessment tool was to set priorities based on the key findings/priorities set forth by the Steering Committee. In accordance to the timeline line for the tasks determined in the needs assessment plan, FWEP began implementing the core components identified in the strategic plan necessary to increase the functionality of the learning center.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.**PARTNERSHIP AND ACHIEVING OBJECTIVES**

The Fifth Ward Enrichment Program has been a catalyst in Houston's Fifth Ward for many years. Programs offered by FWEP are an innovative collective impact framework comprised of academic and social enrichment programs. It is designed to extend throughout the targeted delivery area in some of Houston's most distressed neighborhoods.

FWEP is located within the targeted HISD schools partnerships zip code areas. Each school that we are targeting is within 1 to 5 mile proximity of our facility. Existing interface and program delivery by our staff of Site Coordinators, supported by part-time male college students, and other support staff has positioned our organization to interact with more than 200 young men ages 12-19 on a daily basis. We currently provide services at/to six Fifth Ward area schools in the HISD. We are welcomed and recognized by the campus administrators, faculty, students as the on-campus mentors for FWEP program participants. In addition, our site coordinators also coordinate after-school, weekend and expand participants' knowledge and social surroundings at respective HISD campuses. Because of the excellent rapport that we currently have with the HISD schools, we are best positioned to achieve each outcome objective set forth in our strategic plan.

**PROGRAM SUSTAINABILITY**

The FWEP and the 21<sup>st</sup> Century Community Learning Centers grant was designed with sustainability in mind. The key to ensuring these programs/services continue to thrive after the funding period expires is to build the skills, mindset and organizational capacity to enable organizations to collaborate and share resources. Receipt of grant funds from this grant opportunity will lay the groundwork fueling further collaborative opportunities, leverage this funding with new ideas, and to scale up a best practices model to achieve maximum impact. For the purposes of sustaining the program, we've put a sustainability plan in place. When fully implemented, it will allow us to effectively measure the impact of our programs, refine our programs, expand and further collaborate and to raise additional revenue to support this initiative. Some of the key metrics identified are as follows:

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**Performance Attendance, Discipline and Advancement Impact**

Strategically, and for the purposes of affording continuity in the delivery of services for this initiative, FWEP and the HISD targeted schools have methodically aligned goals and objectives set forth by FWEP programmatic activities and HISD accepted Campus Improvement Plans. As indicated earlier, students are failing to meet proficient, math, reading and writing standardized testing goals. Accordingly, and due to lower than percentage rates compared to state-wide STAAR scores, our logic model of program activities and outputs will ultimately eliminate barriers to success while yielding improved and acceptable outcomes during the process. Our short and long term goals are to improve academic performance, increase school attendance, improve student discipline and further put each participant on a trajectory of growth toward hope and accomplishment!

Working in conjunction with the Site Coordinators, Teachers, Mentors, Family Engagement Specialists, each participant will have an Individual Development Plan (IDP) that will be associated with the 21<sup>st</sup> Century Community Learning Center Funding. In part, our method of measuring success is by report card results, testing score results and conferring with teachers, Assistant Principals, parents and counselors to learn of any disciplinary issues participating students may be having. Upon continued monitoring of each students IDP, we will be prepared to best situate that/those students needing most help in the areas of academic deficiency or those having behavioral issues. The IDP is a tool to help keep or get participants back on track toward fulfilling the desired goals of the program. Those goals also include improving high school graduation rates for our older students and best preparing/introducing them to resources to enhance their career competencies.

In addition, staff is instructed to conduct pre and post surveys among program participants in each respective program. Survey results are also used to measure program strengths and weaknesses.

As incentives for making good grades and related achievements, good behavior, adhering to the expected FWEP code of conduct, completing community service projects and others, members are rewarded for positive behavior. For good behavior, members are taken on local and out of town enrichment oriented field trips or awarded with pizza parties here at FWEP facility and more. Notably, the table below further describes our intent:

| Activities   | Milestones   |
|--|--|
| FWEP/HISD Academic Enrichment Camps  | Increased math, reading and writing performance in th short and long-term  |
| FWEP After School Enrichment Programs  | Self-Esteem enhancement, life-skills knowledge improvement, improved behavior, mentoring with a positive male adult role model |
| Coding and Robotics; STEM and digital literacy   | Increased interest in STEM fields leading to improved math performance and increasd graduation rates over time.                |
| Family Literacy; GED classes, digital technology, parenting classes, College/Vocational resources; information and referrals | Increase family engagement leading to increased emotional support, family cohesion and improved graduation rates over time.    |

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**BEST PRACTICES**

This collaborative was designed to align and mobilize time, talent, and evidence-based and promising practice afterschool programming towards improving educational and workforce outcomes. Programming was planned during the initial grants planning meetings. Throughout this period of grant performance, programming will be monitored by a collaborative effort between the collective groups's leadership team and the program evaluator. Modifications and additions to the program will be required to be evidence-based with improved outcomes. Programs included in the grant proposal were vetted at this level.

| Evidence-based Program Model | Description  |
|------------------------------|--|
| FWEH/HISD                    | Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/participations rate.  |
| FWEH                         | At every follow-up, average grades of treatment youth were significantly higher than control and comparison group youth. Culturally focused youth drug-prevention and life-skills designed to better prepare kids for life's transitions during varying stages of development. |
| Family Literacy Programs     | Reported increases in self-efficacy, self-confidence, job training skills and personal goal attainment for adult and youth.  |

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**PROGRAMS DELIVERY MODEL**

The Fifth Ward Enrichment Program (FWEP) is designed to empower boys to become responsible men and productive members of their families and community. FWEP began operation in May, 1984 as a pilot project of the Urban Affairs Corporation and was founded in one of Houston's more economically distressed neighborhoods. The program was conceived as a community-based, primary intervention and was housed at, and engaged students of, the former E.O. Smith Middle School. Funded initially by the Hogg Foundation for Mental Health as a component program to Urban Affairs' innovative program for teen mothers, FWEP was one of the first programs in the nation to engage young black men in prevention strategies for teen pregnancies. The pilot program was also unique in that all staff having contact with these male students was composed of adult males.

FWEP has grown and evolved into a community-based youth development and empowerment program designed to pre-empt negative environmental influences on adolescent inner-city males. Assigned project-staff interact throughout the regular school year and an eight-week summer program with boys who are primarily African-American and Hispanic. These youth, many who are at risk of becoming contributors to major social problems (school dropouts, chemical dependency, criminal offenders, high teen pregnancy rates), are engaged in a system of positive reinforcement, mentoring, counseling, tutoring, education enhancements and life-changing enrichment activities.

FWEP's holistic approach to youth development is a unique program providing sustained mentoring with a comprehensive, after-school program that is comprised of activities and services that guide youth towards building self-esteem, developing self-efficacies, making valued decisions, acquiring knowledge of post-secondary education opportunities, and graduating from high school. An all-male project staff of Site Coordinators, supported by part-time, male, college students designated as "Peer Mentors", case manage and interact with 200 boys, ages 12 to 19, at five Fifth Ward area schools in the Houston Independent School District (HISD) and are recognized by the administration, faculty, and parents as the on-campus mentors for FWEP students. These Site Coordinators are salaried, full-time mentors who coordinate after-school, weekend, and summer activities that expand the youths' knowledge and redirect their energies onto positive pathways. These academic supports, enhancements and social activities include tutoring, test prep sessions, life skills workshops, guest speakers, entrepreneurial training, experiential learning labs, field trips, leadership retreats, community service, civic engagement projects, cultural events and parent-child activities.

FWEP's service area is the Greater Fifth Ward community of Houston, Harris County, Texas and its surrounding, northeast neighborhoods, which include Kashmere Gardens, Denver Harbor, Trinity Gardens, Frenchtown and North Forest, all within zip codes 77020, 77026, 77028, 77016 and 77093. The demographics for this historic, once predominantly African-American area have changed considerably the past 15 years. Hispanic residents now comprise more than 40% of the community.

The school year program begin the 3rd week of school and ends the last week of the school year. Students meet Monday – Friday from 3:30pm – 6:30pm at the FWIC location.

The School-based project is FWEP's core program for intervention and engagement of male students and provides multiple components with an array of services and activities, in formal and non-formal classroom settings, during and after school:

- **Sustained mentoring**, individual and group counseling, home visits and small group outings, facilitated and chaperoned by positive and caring adult males, are essential to forging positive and trusting relationships among youth. These sustained interactions allow youth to witness and experience "normal male behavior" and produces role models to copy and emulate. A licensed therapist is retained, along with a mental health referral system, for the more troubled and disaffected youth. These same services are available and extended to parents and families when needed, or when requested.
- **Life Management Skills workshops**, such as conflict resolution, anger management, abstinence education, interpersonal skills development, etiquette, appropriate dress and speech, and alcohol/drug/tobacco abuse are

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FWEPP program is housed within the greater Fifth Ward community. We've provided services at our facility since 1984. Due to limited social service organizations in this area targeting character development and academic enrichment, the enormity and positive impact of our services has resonated very well in this community. Traditionally, by word of mouth our target audiences are easily reached. Our approach to disseminating information about our program/services are also as follows:

- A. Development/distribution of both English and Spanish print materials explaining our program services, location and key information;
- B. Announcements during school and open house events;
- C. Utilizing our website and social media platforms to convey the information about the program/services offered;
- D. Continue to appear on localized television and radio media informing the public about the program's services
- E. As a United Way partner agency, we will continue to network with member agencies communicating key information about the program;
- F. Program information will be distributed via newsletters (hardcopy and electronically) and through print media.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**TRANSPORTATION SAFETY**

The FWEP Center is in close proximity to the targeted services zip codes areas. There are no transportation issues impeding students from getting to our facility. The vast majority of the students participating in programs at the FWEP Center are transported via the agency vans. For those requiring transportation to the program, they are transported via the agency's 15 passenger vans to our fleet.

In accordance with FWEP transportation policy, all students must have parental consent to transport forms on file before they are allowed to use our transportation services.. Our policy requires that students must be picked up by an adult family member if our vans are not used. For safety and further protection purposes, persons not on the authorized to pick up list will not be able to pick up the youth from the facility.

Some of our older high school participants ride Houston Metropolitan Transit Authority buses to our facilities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).  
**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

For this initiative FWEP plans to recruit and utilize volunteers to support some of the activities to be carried out through the Texas 21<sup>st</sup> CCLC grant. By utilizing committed volunteers, we will be adding valued resources to our program. Volunteer opportunities will be announced via our marketing and outreach efforts, website, affiliates, such as United Way.

Volunteer Houston is a non-profit organization specializing in placement of volunteers in their areas of interest. These services are free and the volunteers are thoroughly screened before being referred to organizations/programs of interest to them.

We've been fortunate to benefit from a diverse volunteer pool consisting of retirees, parents and college students, civic organizations and institutions of faith. Collectively, our volunteers have unique skillsets and knowledge they bring to the program. .

In accordance to our volunteer policy ALL volunteers will be thoroughly vetted through Verified Volunteers. A criminal background check will be conducted on each volunteer. Each volunteer will go through our volunteer training program.

Volunteers are recognized and honored yearly.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FWEP 21<sup>st</sup> Century Community Learning Centers Initiative was designed with long-term sustainability in mind. In order to achieve this objective, it is imperative that the necessary skills, mindset and capacity to enable organizations to collaborate and share best practices are realized. If grant support is received for this effort, we will immediately begin implementation of the program services being proposed to deliver. Development of this grant proposal, and the hours of planning that went with it, has motivated our community to further support this initiative.

FWEP is committed to this grant after the grant period, and if awarded, will dedicate 10% of currently non-restricted organizational revenue as a match toward the award amount.

Strategically, the above proposed matching monies will be used to proactively leverage grants opportunities (general, matching, challenge) and corporate donations, pursuant of generating monies to support the program services during the grant period and to sustain it afterwards. Percentages of revenues raised from our annual special events and the FWEP Fundraising advisory committee will also be allocated for sustaining the programs as well. Below, please see the strategies and resources that will be employed, as well as the responsible sources and projected milestones:

| Strategy/Resource                            | Responsible Party   | Milestone   |
|--|---|---|
| Impact Training and Support                  | 1. Educate Texas  | Upon funding notification and continual   |
| Designated space for afterschool programming | 1. School District<br>2. Fifth Ward Enrichment Program.                     | Upon funding notification and continual   |
| Transportation                               | 1. FWEP<br>2. METRO Bus System  | Upon funding notification and continual   |
| Site Coordinators                            | 1. School District<br>2. FWEP   | Year one-funded by the grant. Collaborative training effort between HISD and FWEP   |
| Project Director                             | 1. FWEP<br>2. School District   | Year one-funded by grant. Program Director training. Staff deployment near 8-9 <sup>th</sup> month.   |
| Family Engagement Specialist                 | 1. FWEP<br>2. School District   | Year one-funded by grant. FES develops formal structure and educates existing district Parent Engagement Specialists on key strategies near the 6 <sup>th</sup> month |
| Strategic Plan Strategies                    | 1. School District<br>2. FWEP   | Year one-funded by grant. College mentors and consultants implement/assess program's short-term outcomes.   |
| Long Term Sustainability Funding             | 1. FWEP Advisory Committee.<br>2. HISD<br>3. Grants and Corporate Donations | Intergration of Long-Term strategic planning strategy beginning after the 3 month of being funded by the 21 <sup>st</sup> Century Learning grant.                     |

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**Schedule #16—Responses to Statutory Requirements (cont.)**

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Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FWEP initiative was formed out of a desire to pool resources, forge collaborations and expertise in order to maximize efficiency and to service as many high-need students and their families as possible. Resources that each partnering entity offers varies. The HISD offers school-wide Title I programming for their students. Accordingly, under Section 1114 schools may consolidate Title I along with other federal, state, and local funds in order to upgrade their educational program. HISD provides Title I programs to it's students, which enables the proposed 21<sup>st</sup> CCLC to provide services to all students at the targeted campuses. Participating students will need to have a parental consent form on file before participating CCLC program activities.

Our partnering organizations may be receiving grants and/or local funds limited to the current program capabilities and reach. Funding from the Texas 21<sup>st</sup> CCLC grant will be used to supplement HISD's efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improving graduation rates. For each program mandated by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of the said funds. FWEP is the fiscal agent to for this project. In accordance to its Financial/Governance policies, support documentation will be in place to justify expenditures associated with this funding.

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|---|--|--|--|--|--|--|--|
| Houston Wheatley High School<br>4801 Providence Street<br>Houston, TX 77020 |  | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input checked="" type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |  | <input type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
| 9-digit campus ID number: 101912018   |  |  |  |  |  |  |  |
| Cost per student \$3591   |  |  |  |  |  |  |  |
| "Regular" student target (to be served 45 days or more annually):           |  | 40   |  | Parent/legal guardian target (in proportion with student target):  |  | 30   |  |
|   |  | Feeder school #1   |  | Feeder school #2   |  | Feeder school #3   |  |
| Campus name   |  | Key Middle School  |  | Fleming Middle School  |  | McReynold Middle School  |  |
| 9-digit campus ID number  |  | 101912079  |  | 101912078  |  | 101912062  |  |
| Estimated transportation time   |  | 5 minutes  |  | 5 minutes  |  | 10 minutes   |  |

  

|                               |   |           |  |            |  |  |
|-------------------------------|---|-----------|--|------------|--|--|
| Center 2                      | Name and physical address of center site:                               |           | The campus is (check all that apply):  |            | Grade levels to be served (check all that apply):  |  |
|                               | Houston Kashmere High School<br>6900 Wileyvale Rd.<br>Houston, TX 77028 |           | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input checked="" type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |            | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6                               |  |
|                               | 9-digit campus ID number: 101912007                                     |           |  |            | <input type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
|                               | Cost per student \$3591   |           |  |            |  |  |
|                               | "Regular" student target (to be served 45 days or more annually):       |           | 40   |            | Parent/legal guardian target (in proportion with student target):  |  |
|                               |   |           | Feeder school #1   |            | Feeder school #2   |  |
|                               | Campus name   |           | Key Middle School  |            | Forest Brook Middle School   |  |
|                               | 9-digit campus ID number  |           | 101912079  |            | 101912476  |  |
| Estimated transportation time |   | 5 minutes |  | 15 minutes |  |  |

  

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| Center 3                      | Name and physical address of center site:                               |           | The campus is (check all that apply):  |           | Grade levels to be served (check all that apply):  |  |
|                               | Francis S. Key Middle School<br>4000 Kelley Street<br>Houston, TX 77026 |           | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input checked="" type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |           | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6         |  |
|                               | 9-digit campus ID number: 101912079                                     |           |  |           | <input checked="" type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |  |
|                               | Cost per student \$3591   |           |  |           |  |  |
|                               | "Regular" student target (to be served 45 days or more annually):       |           | 40   |           | Parent/legal guardian target (in proportion with student target):  |  |
|                               |   |           | Feeder school #1   |           | Feeder school #2   |  |
|                               | Campus name   |           | Elmore Elementary School   |           | Hilliard Elementary School   |  |
|                               | 9-digit campus ID number  |           | 101912475  |           | 101912473  |  |
| Estimated transportation time |   | 5 minutes |  | 5 minutes |  |  |

  

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| Schedule #17—Responses to TEA Program Requirements (cont.) |  |   |  |
| County-district number or vendor ID: 76-0485778            |  | Amendment # (for amendments only):                |  |
| Name and physical address of center site:                  |  | The campus is (check all that apply):             |  |
|  |  | Grade levels to be served (check all that apply): |  |

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|--|--|---------------------------------------|--|------------|--|------------|--|--|
|  | McReynolds Middle School<br>5910 Market St.<br>Houston, TX 77020     |                                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input checked="" type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |            | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |            | <input checked="" type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |  |
|  | 9-digit campus ID number: 101912062                                  |                                       |  |            |  |            |  |  |
|  | Cost per student \$3591  |                                       |  |            |  |            |  |  |
|  | "Regular" student target (to be served 45 days or more annually):    |                                       | 40   |            | Parent/legal guardian target (in proportion with student target):  |            | 25   |  |
|  |  |                                       | Feeder school #1   |            | Feeder school #2   |            | Feeder school #3   |  |
|  | Campus name  |                                       | Bruce Elementary School  |            | Atherton Elementary School   |            | Martinez Elementary School   |  |
|  | 9-digit campus ID number   |                                       | 101912121  |            | 101912106  |            | 101912289  |  |
|  | Estimated transportation time  |                                       | 5 minutes  |            | 5 minutes  |            | 10 minutes   |  |
| Center 5   | Name and physical address of center site:                            |                                       | The campus is (check all that apply):  |            | Grade levels to be served (check all that apply):  |            |  |  |
|  | Fleming Middle School<br>4910 Collingsworth, St<br>Houston, TX 77026 |                                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input checked="" type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |            | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |            | <input checked="" type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |  |
|  | 9-digit campus ID number: 101912078                                  |                                       |  |            |  |            |  |  |
|  | Cost per student \$3591  |                                       |  |            |  |            |  |  |
|  | "Regular" student target (to be served 45 days or more annually):    |                                       | 40   |            | Parent/legal guardian target (in proportion with student target):  |            | 30   |  |
|  |  |                                       | Feeder school #1   |            | Feeder school #2   |            | Feeder school #3   |  |
|  | Campus name  |                                       | Sherman Elementary School  |            | Bruce Elementary School  |            | Isaacs Elementary School   |  |
|  | 9-digit campus ID number   |                                       | 101912240  |            | 101912121  |            | 101912180  |  |
| Estimated transportation time                              |  | 5 minutes                             |  | 10 minutes |  | 10 minutes |  |  |
| Center 6   | Name and physical address of center site:                            |                                       | The campus is (check all that apply):  |            | Grade levels to be served (check all that apply):  |            |  |  |
|  |  |                                       | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR                                  |            | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |            | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12            |  |
|  | 9-digit campus ID number:  |                                       |  |            |  |            |  |  |
|  | Cost per student \$  |                                       |  |            |  |            |  |  |
|  | "Regular" student target (to be served 45 days or more annually):    |                                       |  |            | Parent/legal guardian target (in proportion with student target):  |            |  |  |
|  |  |                                       | Feeder school #1   |            | Feeder school #2   |            | Feeder school #3   |  |
|  | Campus name  |                                       |  |            |  |            |  |  |
|  | 9-digit campus ID number   |                                       |  |            |  |            |  |  |
| Estimated transportation time                              |  |                                       |  |            |  |            |  |  |
| Schedule #17—Responses to TEA Program Requirements (cont.) |  |                                       |  |            |  |            |  |  |
| County-district number or vendor ID:                       |  |                                       |  |            | Amendment # (for amendments only):   |            |  |  |
| Name and physical address of center site:                  |  | The campus is (check all that apply): |  |            | Grade levels to be served (check all that apply):  |            |  |  |

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|   |                  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 | <input type="checkbox"/> 7-8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10-11<br><input type="checkbox"/> 12 |
| 9-digit campus ID number:   |                  |   |  |   |
| Cost per student  |                  | \$  |  |   |
| "Regular" student target (to be served 45 days or more annually): |                  |   | Parent/legal guardian target (in proportion with student target):  |   |
|   | Feeder school #1 | Feeder school #2  | Feeder school #3   |   |
| Campus name   |                  |   |  |   |
| 9-digit campus ID number  |                  |   |  |   |
| Estimated transportation time                                     |                  |   |  |   |

|                               |   |                  |   |                  |  |  |
|-------------------------------|---|------------------|---|------------------|--|--|
| <b>Center 8</b>               | Name and physical address of center site:                         |                  | The campus is (check all that apply):   |                  | Grade levels to be served (check all that apply):  |  |
|                               |   |                  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |  |
|                               | 9-digit campus ID number:   |                  |   |                  |  |  |
|                               | Cost per student  |                  | \$  |                  |  |  |
|                               | "Regular" student target (to be served 45 days or more annually): |                  |   |                  | Parent/legal guardian target (in proportion with student target):  |  |
|                               |   | Feeder school #1 | Feeder school #2  | Feeder school #3 |  |  |
|                               | Campus name   |                  |   |                  |  |  |
|                               | 9-digit campus ID number  |                  |   |                  |  |  |
| Estimated transportation time |   |                  |   |                  |  |  |

|                               |   |                  |   |                  |  |  |
|-------------------------------|---|------------------|---|------------------|--|--|
| <b>Center 9</b>               | Name and physical address of center site:                         |                  | The campus is (check all that apply):   |                  | Grade levels to be served (check all that apply):  |  |
|                               |   |                  | <input type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                  | <input type="checkbox"/> Pre-K<br><input type="checkbox"/> K-2<br><input type="checkbox"/> 3-4<br><input type="checkbox"/> 5-6 |  |
|                               | 9-digit campus ID number:   |                  |   |                  |  |  |
|                               | Cost per student  |                  | \$  |                  |  |  |
|                               | "Regular" student target (to be served 45 days or more annually): |                  |   |                  | Parent/legal guardian target (in proportion with student target):  |  |
|                               |   | Feeder school #1 | Feeder school #2  | Feeder school #3 |  |  |
|                               | Campus name   |                  |   |                  |  |  |
|                               | 9-digit campus ID number  |                  |   |                  |  |  |
| Estimated transportation time |   |                  |   |                  |  |  |

**Schedule #17—Responses to TEA Program Requirements (cont.)**

|                                      |   |                                       |   |
|--------------------------------------|---|---------------------------------------|---|
| County-district number or vendor ID: |   | Amendment # (for amendments only):    |   |
| ←                                    | Name and physical address of center site: | The campus is (check all that apply): | Grade levels to be served (check all that apply): |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The FWEP and the previously identified HISD schools are forging this collaboration out of the necessity to improve the educational attainment levels for socio-economically challenged students and their families in Houston's Fifth Ward..

Each phase of our planning will be strictly implemented according to the identified needs of our demographics based on focus group/Steering Committee feedback. During initial planning meetings for the development of this proposal the FWEP management group, HISD representatives and focus group carefully worked to create a Collective Impact Framework Plan. The Collective Impact Framework approach is currently a tool that we also use to manage the program, manage our center's operations, help with developing program development and meeting student service targets. This approach was a key factor that assisted with the development of our budget planning too.

The Collective Impact Framework model is a structured process involving collaborating groups/entities using a common set of measures to monitor performance, track progress, enhancement of physical facilities, incorporate controls to ensure client safety and to minimize organizational risk. Continual review/refinement of the key components of our services and goals is a necessary and an important part of overall planning and management of FWEP. This systemic process of managing the organization/program is cost effective and minimizes unnecessary waste.

The following table illustrates the phases of the Collective Impact Framework the 21<sup>st</sup> CCLC Project Director will facilitate throughout the grant period.

|              |         |  |
|--------------|---------|--|
| PHASE ONE:   | Design  | Revisit the shared vision and develop a theory of change or roadmap<br>Establish governance and formal structure for the participating group   |
| PHASE TWO:   | Develop | Work with the evaluator to collect and review baseline data<br>Work with evaluator to identify metrics, data collection and approach   |
| PHASE THREE: | Deploy  | Implement learning forums and continuous improvement<br>Ongoing infrastructure support through via the Executive and Project Directors<br>Development and dissemination of community reports about program success |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 76-0485778

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Having a good evaluation tool in place to measure its impact is critical to the effectiveness, viability and sustainability of the program(s) being provided. In accordance to the outputs and outcomes targeted in our outcomes logic model, we are confident that each of our objectives will be achieved. In order to measure and continually gauge our progress, varying measurement tools will be in place for assessment purposes.

In partnership with HISD, FWEP will provide a year-end evaluation for each component of the 21<sup>st</sup> Century Community Learning Centers Grant. An external evaluator will be responsible for overall qualitative and quantitative methods for collecting data associated with the project. This reporting effort is in addition to the quarterly reports that will be prepared and submitted by the Project Coordinator to the Steering Committee and Grants Management Team. This evaluation approach is also in alignment with our Collective Frameworks Tool that was discussed earlier.

The year-end reports will provide a detailed analytic comparison of all program activities, including student post-test scores in content areas, grades, attendance, academic achievement and participation in social enrichment activities. The reports will also evaluate how well the program has met the proposed objectives. All programs and activities will be examined, and recommendations will be made for program modifications, as necessary. In general, the evaluation will examine how the program impacted the school, community and classroom.

The quarterly reports will allow parents, community residents, students, school staff, HISD administration, and others to receive feedback on the success of the project, and develop strategies to make adjustments to address issues and problems. They will outline attendance in the programs, interim assessment data for students and adults, comments from program participants, and observations by the coordinator and other staff.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**No Barriers**

| #   | No Barriers   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

**Barrier: Gender-Specific Bias**

| #   | Strategies for Gender-Specific Bias  | Students                 | Teachers                            | Others                              |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                            | Others                              |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

  

| <b>Barrier: Gang-Related Activities</b> |  |                          |                                     |                                     |
|---|--|--------------------------|-------------------------------------|-------------------------------------|
| #                                       | Strategies for Gang-Related Activities   | Students                 | Teachers                            | Others                              |
| C01                                     | Provide early intervention   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C02                                     | Provide counseling   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C03                                     | Conduct home visits by staff   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C04                                     | Provide flexibility in scheduling activities   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C05                                     | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C06                                     | Provide mentor program   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C07                                     | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D02 | Provide counseling   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D05 | Provide mentor program   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D07 | Provide community service programs/activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D08 | Provide comprehensive health education programs  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D10 | Establish school/parent compacts   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                            | Teachers                            | Others                   |
|-----|--|-------------------------------------|-------------------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| E03 | Provide program materials/information in large type                              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| E99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                                     |                                     |                                     |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| F01 | Provide early identification and intervention                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F03 | Provide captioned video material  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                            | Others                              |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Absenteeism/Tuancy**

| #   | Strategies for Absenteeism/Tuancy  | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K05 | Provide mentor program   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K06 | Provide before/after school recreational or educational activities                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                 | Others                              |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                              |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                            | Teachers                 | Others                              |
|-----|---|-------------------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 76-0485778

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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